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	Priority Statement #1:	Priority Statement #2:	Priority Statement #3:	Priority Statement #4:	Priority Statement #5:	Priority Statement #6:	Priority Statement #7:	Priority Statement #8:
Outcome Statement	SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development.	SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students.	SFSD will provide a nurturing and safe learning experience for all.	SFSD will develop strategies to enhance a culturally responsive workforce.	SFSD will develop strategies to enhance quality and diversity of its workforce.	SFSD will explore strategies to retain high quality staff.	SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers.	SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success.
Goals	70% of students who start in the 9th grade cohort class in our programs will end their freshman year with 5.5-6.5 credits. 50% other students will either maintain appropriate credit status or will recover to get to appropriate credit level.	Attendance at Axtell as a whole will remain at 83% for the entire year.	Gallup Poll Staff Engagement Survey will increase with a specific goal of no areas in the red zones.	One in-service per year will focus on diversity in our students and in our own staff.	One to two of our students will be able to enter the new Teacher Pathway Program.	Axtell will continue with collaboration where teachers are the leaders. Each team is responsible for turning in their own learning goals to the principal.	Curriculum group leaders will be offered training in the Summer Symposium and also will continue to be involved in curriculum studies and pilots.	In two staff meetings, information and strategies on engagement in multiple areas will be delivered to staff by various groups: job developers, team leaders, counselors, and administrators
Strategy 1	During collaboration teachers will continue to discuss differentiation, provide examples of lessons, and bring students who are struggling to the table so they are able to create new ideas in the group. Teachers will continue to have a book study and the focus this year will be back on Hattie and the development of assessments. They will continue focusing on Hattie research, bringing the book they read to life through the focus on the 41 influences and the 8 teacher mindsets. This is reinforced through in-services and staff meetings. Our counselors continue to meet with all students to outline plans and create groups for college and career readiness: Living on My Own, Xello, therapeutic groups, Art Therapy and Poetry Out Loud are a few of our outside the box ideas to instill confidence and expose our students to new situations. Social and emotional growth is always a main focus for our building as teachers create systems for whole groups as an umbrella and then individual plans for each student. The building uses combinations of Love and Logic, ABA, Boystown, and other programs as part of our PBIS. Multiple pathways are also utilized at Axtell Park, Project Skills, Job Developers and Community Facilitators are utilized to create internships, volunteer positions, and work experiences for our students. CTE is utilized as an alternative pathway for our students as this increases exposure to different careers and allows for hands on experiences.	Learning and graduating will continue to be the focus for our students and teachers. Interventions on an academic level will include Read 180 and System 44, true differentiation, correct class placement to ensure student engagement and learning. Differentiated grading is also taking place and will continue. Students will not be allowed to fail and can only pass when the standards have been fulfilled. This is possible through true differentiation per student in each classroom. Students will be able to move through material quicker or slower depending on need. Not finishing will not be an option. Behavioral interventions occurring on a daily level, keep students in school and in the classroom on a regular basis. Attendance committees will continue to meet at least once a month with the goal being to maintain 83% attendance for the year.	1. Counselors will be active daily in the building—outside of the office and in programming. This will develop trust and relationships with both students and staff. 2. Gallup Poll Engagement Survey will be discussed with all participating groups with focused activities to determine where future focus should lie. 3. Group and individual counseling provided to students to address areas that negatively impact school. 4. Continue with Living on My Own class for credit to students who are preparing to graduate, are family care takers, or are homeless.	Continue to bring in outside speakers to train staff. Staff will continue to learn about different cultures and their beliefs and traditions.	Axtell will continue to provide meaningful professional development to all current staff. Axtell will also continue to speak to peers and businesses about our programs. When people hear about the work being done and the types of students we have, more people apply for positions. It will continue to be our job to look outside the box in terms of experience and current job when determining who could fit at Axtell Park. Being creative and willing to train has brought many new and diverse faces to Axtell in the past years. We will also encourage our already identified students to participate in the new Teachers' Pathway Program	Staff building activities such as Angel Tree, Food Pantry, Axtell Attic, United Way Challenge, build unity and friendships. Staff will continue to collaborate with each other. One collaboration a week will take place between all staff in each pod where goals are set and plans are created. Another collaboration each week will take place with each subject area. This will collaboration will have a book study, Learning goal development per teacher, and the ability to create and determine new academic ways for their students to be successful.	Staff will be encouraged to present in their collaboration groups and at in-services about what they learned in Summer Symposium and other trainings. EAs will be provided their own trainings four times per year which will be driven by their own input on Google Survey	Axtell will continue to maintain the strong relationships it currently has with Lyon's Eye Bank and American Ink. These relationships allow us to provide food for parents during conferences and also allows us to provide t-shirts for our students and staff during back to school. Monitored Social Media accounts also allow us to communicate with parents in a way that is convenient for them. Job developers continue to strengthen relationships in the community as they work to provide internships, volunteer positions, and work for credit opportunities for our students.
Strategy 1 Timeline	2018-2019	2018-2019	2018-2019	2018-2019	2018-2019	2018-2019	2017-2018	2017-2018
Strategy 1 Person/Group Responsible	All teachers and administrator	All teachers and administrators	Counselors and administrator	All staff	Administrator	Administrator	Administrator and SFSD PAGE teams	Axtell Park Staff and Administrator
Strategy 2	Read 180 and System 44 have now been running at Axtell Park for two years. To run these programs it takes creative scheduling and teachers covering for each other in the classroom. The risk and reward will continue to be measured this year. At this point, our student need has been great (data gathering showed us that all of our slots for Read 180 are currently in use.) With these programs at use at Axtell Park, students who excelled these classes at their home school can continue with the class when they transition to programming at Axtell. SRI scores will continue to be tracked. Teacher input on benefit to students will continue to be gathered and student behavior and engagement will also be measured. Currently, data shows us this programming is as beneficial as we believed it would be.	Attendance committee has been formed and will continue to meet monthly to break down data. Interventions and cross programming consistent in reporting attendance and coding continue to be discussed. 100% of students will have contact with a counselor about college and careers during the year; this includes 6th grade-21 years of age.	Axtell Park will continue to stock the state's only Fresh Food Pantry. This allows families and students to be well fed which will lead to increased attendance and learning. It also builds relationships between Axtell Park and the families of our students. When families trust us they are more likely to send their students to school and also more likely to respond positively to interventions behaviorally and academically				Continue to create committees inside of the school and continue to push for Alternative programming teachers to be on committees outside of Axtell: curriculum, attendance, calendar, etc.	
Strategy 2 Timeline	2018-2019	2018-2019	2018-2019				2017-2018	
Strategy 2 Person/Group Responsible	Read 180 and System 44 teachers and administrator							
Strategy 3	Creation of a Modern Musical unit. This unit will be used to capture the interest of the student while allowing them to relate and transfer information about script writing, music, and universal themes to their lives. Students will be assessed through the genre of art and will be able to create meaningful projects to show their understanding.	Continuing to grow the Vision and Voice program. V and V served 120 students last year. Both art and poetry was used to allow students an opportunity to perform in front of their peers and other adults. Attendance was markedly affected during the two weeks of this program. Credit was given for poetry units to off set traditional curriculum pieces. This allowed students to see real time the correlation between art and the written word and how they can transfer this into education and their lives. The grant for next year has been submitted already and it is a possibility that if successful again this can lead to other fine arts experiences such as a building musical						
Strategy 3 Timeline	2018-2019	2018-2019						
Strategy 3 Person/Group Responsible	Administrator, teacher, librarian	Administration, counselors, community members						
Data to be Utilized to Monitor or Evaluate Outcome	SRI test scores, MAP scores, attendance reports, behavior reports, teacher input, informal needs assessments done by students	Attendance report information, credit checks to see if students are on track, behavioral referrals	Gallup Poll Information					
Professional Development Supporting Attainment of Outcome	Building Inservice that focuses consistently on learning objectives, differentiation, learning objectives, surface to deep learning, and student engagement. Teachers are also trained in Boystown. Effective and guided collaboration groups.	Attendance committee meetings and reports; interventions for academics and behavior. Training in Infinite Campus, attendance strategies, and parental communications	Gallup Poll training, Food Safety training	Connections with USD, Augie and comtelly providers who can send speakers who are well trained on this topic.	Training and information given by District about new pathways and how to utilize them.		Summer Symposium, Speakers for EA trainings	Training in technology and social media. Knowledge of laws and community providers.

	CTE Priority Statement #1	CTE Priority Statement #2	CTE Priority Statement #3	CTE Priority Statement #4	CTE Priority Statement #5	CTE Priority Statement #6	CTE Priority Statement #7	CTE Priority Statement #8	HELP
Outcome Statement	SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development.	SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students.	SFSD will provide a nurturing and safe learning experience for all.	SFSD will develop strategies to enhance a culturally responsive workforce.	SFSD will develop strategies to enhance the quality and diversity of its workforce.	SFSD will explore strategies to retain high quality staff.	SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers.	SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success.	
Goals	We will increase our overall enrollment of CTE by 5% and continue to give students options and information in relation to Career Exploration	Evaluate Data to determine goals for Perkins Grant - in past years one of the key goals under Perkins was to increase non traditional student enrollment in CTE courses	To ensure our building is a safe facility and we have a plan of action in the event it is needed.	Our faculty and staff will gain awareness of the struggles that students face (culture, race, gender, socioeconomics, etc.) and decide how that knowledge will impact their instruction.	Our internship program has grown both district wide and at CTE. We will continue to offer this experience to students from the SFSD. Part of this experience includes creation of a professional portfolio and Soft Skill Training.	All faculty will be contributing members of a building committee	Professional development with up to date processes and processes within the industry as well as teaching practices	Each Department will hold advisory board meetings twice per year (once per semester) with stakeholders to give updates and ask for feedback on their programs	
Strategy 1	During collaboration or an alternate time, staff will work to promote CTE and its offerings to different areas in the SFSD. In addition, CTE will continue to look for additional programs to grow, offer or explore to help meet the needs of our growing community and it's workforce needs.	Teachers will meet to evaluate data from the previous year and results will be used to modify instruction and develop strategies to meet the individual needs of all students.	Administrators will review structures and systems (yearly) for building-wide security with resource officers and BLT team and make changes as appropriate.	Our staff will complete PAGE (started Fall 2017) and ELL training at the October 12th morning inservice at CTE Academy with instruction from the SFSD instructional coaches	Staff at CTE will continue to provide internship information and support students interested in the internship experience.	Develop leadership opportunities through collaboration groups and special committees.	Our staff will complete PAGE (started Fall 2017) and ELL training at the October 12th morning inservice at CTE Academy with instruction from the SFSD instructional coaches	Each Department will hold advisory board meetings twice per year (once per semester) with stakeholders to give updates and ask for feedback on their programs	
Strategy 1 Timeline	September 2018 - May 2019	November 2018 - February 2019... Aligns with Department of Ed Perkins Data Meeting	September 2018 - May 2019	October 12th, 2018	September 2018 - May 2019	September 2018 - May 2019	October 12, 2018	September 2018 - May 2019	
Strategy 1 Person/Group Responsible	Administrators, Instructors, Community Members	Administrators, Instructors, Counselors	Administrators	Administrators, Staff, Instructional Coaches	Internship Coordinator and Career Coach at CTE	Administrators	Administrators, Instructors	Administrators, Instructors, Community Members	
Strategy 2	Continue to meet as a BLT and continue to explore ways to support, promote and grow the CTE Academy. In addition, the BLT team will take a more focused academic approach to integrate and support in our content areas back to the home high schools and support through instruction	CTE will continue to explore dual and concurrent credit options for students.		Administrators will use information and knowledge gained during professional development in their feedback during drop ins and/or formal evaluations.	We will continue to work with area businesses for internship opportunities as well as feedback for how we can improve the program.	4- 1/2 days of training for the whole staff (scheduled building inservice days) focusing on the topics SKOP, Safety, SPED Overview, Technology in the Classroom, and Growth Mindsets	Staff will have the opportunity to attend professional conferences or receive professional training through the year		
Strategy 2 Timeline	September 2018 - May 2019	September 2018 - May 2019		September 2018 - May 2019	August 2018 - May 2019	September 2018 - May 2019	September 2018 - May 2019		
Strategy 2 Person/Group Responsible	Administrators, BLT Team	Administrators		Administrators	Internship Coordinator and Career Coach at CTE	Administrators, Instructors	Administrators, Instructors		
Strategy 3		Collaboration topics will be used to help teachers share their knowledge and expertise with each other in order to give our staff more tools to use for the students in their classes.							
Strategy 3 Timeline		September 2018 - may 2018							
Strategy 3 Person/Group Responsible		Instructors							
Strategy 4									
Strategy 4 Timeline									
Strategy 4 Person/Group Responsible									
Data to be Utilized to Monitor or Evaluate Outcome	BLT Meeting Notes, Enrollment Numbers, ELA and Math Scores from Home High School	Reports on failing grades Attendance Reports	Yearly evacuation drills with follow up feedback sessions in partnership with school resource officers.	Drop in feedback to staff, PAGE Notes	Soft Skill Training, Business and Student Internship Evaluation Forms	SLO outcomes Gallup Poll for All Staff	Gallup Poll for Staff Results	Attendance at our open houses and career fairs will be the measure used for this . We would like to increase the overall attendance number by 3% each year.	
Professional Development Supporting Attainment of Outcome	Department collaborations will use District ELA/Math data to develop instructional strategies to integrate more ELA/Math support within their content area.	Instructors will provide collaboration topics and administrators and counselors will help with interventions needed with specific students	Staff meeting and BLT meeting time will be utilized to discuss drills and inform staff of change that needs to be implemented.	PAGE Training, ELL Training	Continue education about internships	Coaching through drop-ins and evaluations Monthly meetings staff, Inservice topics	National Conference Opportunities	Collaboration/staff meeting discussions on Career Fairs, open house events, and overall building promotion.	

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Goal	Provide differentiated pathways to ensure students meet required course skills so that we reduce by half the percentage of students (all subgroups) scoring below the proficient level in six years.	Provide students opportunities to recover credits, makeup assignments, and / or improve test scores.	Provide a connection with new and at-risk students to help them connect and feel part of their school.	Provide staff with training on culturally responsive practices		Provide opportunities for experienced staff and new staff members to engage in collegial conversation and collaboration	Encourage staff to incorporate engaging instructional practice	Provide teachers with a variety of tools to help engage families, partners and community in their classrooms.
Strategy 1	Study Halls directed toward students who are needing further support within Algebra I, Geometry, and Algebra II. Students are assigned to the extra half hour based on teacher recommendation.	ACT prep course offered outside the school day for students wanting extra preparation for the ACT exam	Student Ambassadors will be utilized to help new students adjust to the building	PAGE training will be offered to all staff at LHS		Veteran teachers will be asked to partner with new teachers in order to help them with classroom differentiation, curriculum and adjusting to LHS	PD360 will be provided as a resource for all staff to use as a way to enhance best practices in their classrooms.	Offer training to staff on tools for engaging parents in dialogue: Google Voice, Infinite Campus Messenger, Group Meet, etc.
Strategy 1 Timeline	2018-19 school year	2018-19 school year	2018-19 school year	2018-19 school year		2018-19 school year	2018-19 school year	2018-19 school year
Strategy 1 Person/Group Responsible	Math Department	Danyelle Brown, Sara Klawonn, Dave Myers	Counseling Department	IPC Trainers		Robert Grimm, Department Chairs and Veteran Teachers	Department Chairs and Administration	Technology team
Strategy 2	Students on an IEP will be placed in a study hall with their case manager on a daily basis, to directly monitor and support them in all classes in order to help them be successful and address struggles in all academic areas immediately. Students can be assigned an additional half hour based on teacher recommendation.	Implement a Writing Center, run by students and available to students, to offer individualized help with writing skills.	Cohort Committee in which an office staff member meets and develops relationships with at-risk students to nurture academic and behavioral growth.	SIOP training will be provided at building inservice times		The school improvement team will provide opportunities for staff to gather together with other staff, along with their families to build a sense of community and connection to LHS.	Provide staff training in various technology tools that give them resources and tips for incorporating more technology into their classrooms and lessons.	Inform staff of the services made available to diverse populations through fellow on-staff professionals.
Strategy 2 Timeline	2018-2019 school year	2018-2019, 2nd Semester	Meets weekly	2018-19 school year		2018-19 School year	2018-2019 school year	
Strategy 2 Person/Group Responsible	Special Education Department	Mrs. Klawonn, English Dept., National English Honor Society Members	Administrators, Counselors, ELL Liaison, Success Coordinator	IPC Trainers		School Improvement Team	Building technology integrationists	
Strategy 3		Teachers will identify freshman students who are struggling or failing in classes and assignments on a weekly basis, and will recommend them for a Saturday morning work help session to recover missing work and receive assistance.	Pair students in National Honor Society with students in ELL for social gathering	Offer Teacher Pathway course to students who are interested in going into the field of education. Coursework will be presented through a culturally responsive framework.			ELEOT observation tool will provide feedback to teachers in order to inform collaboration discussion that leads to professional reflection and growth.	
Strategy 3 Timeline		2018-19 School Year	2018-19 School Year	2018-19 School Year			2018-19 school year	
Strategy 3 Person/Group Responsible		Admin, Counselors, Soc Worker, ELL Liaison, Success Coordinator	Mr. Bogart	Ms. Klawonn			Department Chairs and Administration	
Data to be Utilized to Monitor or Evaluate Outcome		Utilize Infinite Campus Messenger to inform students and parents of student progress related to each course.						
Professional Development Supporting Attainment of Outcome								
Strategy 4		Freshman Academy: Incoming Freshman students will be placed on teams where teachers will help them acclimate to the high school experience. Students will be provided extra support and guidance throughout the Freshman year.	Student council students pairs with students with special needs to invite and take them to prom.					
Strategy 4 Timeline		School Year 2018-2019	2018-19 school year					
Strategy 4 Person/Group Responsible		Administration, Josh Smith and Academy Teachers	Mr. Blankenship, Mrs. Anderson-Finch, Mrs. DuBois, student council students					
Data to be Utilized to Monitor or Evaluate Outcome		Weekly Data meetings held among teams						
Professional Development Supporting Attainment of Outcome		Mr. Smith will be providing staff development for his team leaders						
Strategy 5			Teen Pregnancy Support Group for Pregnant Students					
Strategy 5 Timeline		2018-19 School Year	2018-2019 School Year Weekly					
Strategy 5 Person/Group Responsible			Nurse Parish and Counselor Mrs. Sylvester					
Strategy 6			Students with special needs will be paired with non-disabled students through the best buddies program in order to help them feel part of school and integrate more into the school setting.					
Strategy 6 Timeline			2018-19 school year					
Strategy 6 Person/Group Responsible			Mr. Bachmeier, student buddies					

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Goals	We will increase our Smarter Balanced scores in English by 7 points and math by 15 points each in 2019.	Less than 10 percent of all students will be reclassified.	We will increase the overall average on the Gallup Poll. The students will report an average score of at least 3.95 as reported on the 2019 results of the Gallup survey.	Our faculty and staff will gain awareness of the struggles that students face (culture, race, gender, socioeconomic, etc.) and decide how that knowledge will impact their instruction.	Maintain 2 sections of Teacher Pathway classes.	All faculty will be contributing members of a collaborative team.	We will work in collaborative groups to develop and put into action our MTSS (Multi-Tiered Support System).	Have 2 community listen and learn sessions for culturally diverse groups.
Strategy 1	During collaboration or an alternative time, all teachers will create learning goals and implement instruction to meet those goals.	Roosevelt will provide all instructional staff, counselors, and administrators strategies, resources, and encouragement they need to help struggling students through programs on our Pyramid of Interventions (such as R2, Saturday School, Homework Help, Extended Semester, PASS) and continued emphasis on making parent connections.	The Success Coordinator and/or administrator will bring closure to all OSS events lasting 3 or more days through meetings with the student, parents, and administrators.	We will host a poverty simulation during the 2-15-19 inservice.	Staff will recognize and encourage students to consider teaching as a profession and take the Teacher Pathway course..	Develop leadership opportunities through collaboration groups and special committees.	A committee will develop and put into action new methods to increase engagement and effectiveness of SRP and ad room.	We will hold a listen and learn session for our Native American students and their families.
Strategy 1 Timeline	September 2018 - May 2019	September 2018 - May 2019	September 2018 - May 2019	February 15, 2019	August 2018 - May 2019	September 2018 - May 2019	July 2018 - May 2019	August 2018
Strategy 1 Person/Group Responsible	Administrators and Collaboration Team Leaders	Administrators R2, Saturday School personnel, Homework Help Personnel Counselors	Success Coordinator Administrators	Administrators and Barbara.Garcia@rcgov.org	Gina Benz Leadership Team Faculty	Administrators	SRP and Ad Room Committee Tim Hazlett/Mark Hofer and Team	Admin Team Robert Johnson
Strategy 2	During collaboration, teachers will analyze the essential learning goals pertinent to their semester exams, develop SMART goals, and create experiences that develop mastery of those skills and knowledge.	We will evaluate and restructure ad room and SRP.	Administrators will review structures and systems for building-wide security and take action.	The Cultural/Social Awareness Team will present the philosophies and strategies that characterize a culturally responsive classroom.	Work with the district to mentor students who show promise to be future teachers.	Counselor lunches for both new and veteran teachers	Collaborative teams will develop and implement strategies for intervention.	Counselors will promote the internship program.
Strategy 2 Timeline	August 2018 - May 2019	July 2018 - June 2019	September 2018 - May 2019	August 2018	September 2018 - May 2019	September 2018 - May 2019	September 2018 - May 2019	July 2018 - May 2019
Strategy 2 Person/Group Responsible	Administrators, Collaboration Team Leaders, Teachers	SRP / Ad Room Team Erik DeJong, Tim Hazlett, Lisa Agar, Katie Heavlin, Amanda Nelson	Administrators	Cultural / Social Awareness Team	Administrators, Gina Benz	Counselors	Collaboration Leaders	Counselors
Strategy 3	Collaboration teams will use common assessments to identify effective instructional methods and develop interventions.		All staff will be vigilant in their supervision and visibility.			Department chairs will make sure all new teachers have a mentor.	Encourage teachers to apply for grants that will help them innovate and grow	
Strategy 3 Timeline	August 2018 - May 2019		September 2018 - May 2019			September 2018 - May 2019	September 2018 - May 2019	
Strategy 3 Person/Group Responsible	Administrators, Collaboration Team Leaders, Teachers		All Staff			Department Chairs	Tim Hazlett	
Strategy 4	To ensure that grades reflect learning and mastery rather than behavior, all teachers will analyze assessment/grading practices and develop norms as collaborative groups and departments.							
Strategy 4 Timeline	August 2018 - May 2019							
Strategy 4 Person/Group Responsible	Administrators, Collaboration Team Leaders, Teachers							
Data to be Utilized to Monitor or Evaluate Outcome	Smarter Balanced Scores ACT Scores Semester Test Scores	Reports on failing grades Attendance reports	Gallup Poll Safety Survey Discipline Reports	Attendance records and achievement scores of recognized sub-groups	Smarter Balanced Scores Semester Test Scores ACT scores Enrollment in the new Teacher Pathway classes taught by Gina Benz	SLO outcomes Gallup Poll for All Staff	Grants received	Parent/community survey results
Professional Development Supporting Attainment of Outcome	Faculty who attended the Solution Tree conference in June 2018 will create and deliver presentations about their learning. Collaboration Team Leaders will participate in a book study. In monthly meetings and through shared documentation, principals will train collaboration team leaders to direct collaboration toward the creation of SMART goals and the realization of those goals. Administrators and faculty will provide information about effective grading practices.	Roosevelt administrators, counselors, and R2 personnel will provide information about our intervention strategies at staff meetings and through email.	We will conduct a poverty simulation during the 2-15-19 inservice.	We will conduct a poverty simulation during the 2-15-19 inservice.	Information about the Teacher Pathway classes	August Orientation Coaching through drop-ins and evaluations Monthly meetings of collaboration leaders	Provide opportunities for grant applications.	

	PRIORITY AREA 1: Student Outcomes						PRIORITY AREA 2: School Climate and Culture		PRIORITY AREA 3: District Staff			PRIORITY AREA 4: Community Engagement	
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	a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades	b.) Maximizing time on instruction and learning	c.) Differentiated and engaging pathways	d.) Equitable access to highly effective programs	e.) College readiness and/or career preparedness	f.) Holding all schools to high expectations for students' social and emotional growth and development							
Goals	By 2020, WHS will decrease the proficiency gap between the gap and non-gap groups by 5% as measured by the Smarter Balanced ELA test	By 2020, WHS will decrease the proficiency gap between the gap and non-gap groups by 5% as measured by the Smarter Balanced Math test	By 2020, WHS will increase its 4 yr cohort graduation rate by 5% and the graduation completion rate will be at or above 94%	By 2020, 67% of ELL students enrolled at WHS for at least two consecutive years will demonstrate growth in language proficiency of at least 0.3 in their composite score on the WIDA ACCESS	By 2020, the percent of graduating seniors who take at least one college level course (AP or Dual Credit) will be 62%		By 2020, the percent of graduating seniors who take at least one college level course (AP or Dual Credit) will be 62%			For the 2018-19 school year, WHS will have identified at least 36 students to enroll in the teacher pathway program.	By 2020, the percentage of WHS staff surveyed indicating a 4 or 5 that they are satisfied with the SFSD as a place to work will increase by 8 percentage points.	By 2020, the percentage of WHS employees surveyed indicating a 4 or 5 that their opinion matters will increase by 10 percentage points	By spring of 2018, WHS will increase the number of adult mentors in the school by 10%.
Strategy 1	All English classes with students taking the Smarter Balanced Assessment in the Spring (ie - all juniors and some seniors) include assessment questions that are similar (in style and content) to the Smarter Balanced Assessment throughout the year.	All math teachers will utilize the South Dakota Assessment Portal to create formative assessment (s) to match the format of the Smarter Balanced Assessment and District semester tests (in style and content).	WHS will identify On-Line Credit options (Learning Center) and provide Credit Recovery options (PRIDE Room, Warrior Room, Summer Credit Recovery) for students who are at-risk of not graduating on time.	Weekly Graduation Meetings to identify students who are at-risk of not graduating on time and then meet with those students on a weekly basis to provide encouragement and support.	AP teachers will visit appropriate sophomore/junior classes during the first week of registration to discuss benefits/options for AP classes.	Evaluate current extra curricular offerings, identify the gaps, work with staff, students, parental groups to create more opportunities for WHS students to get involved.	Work to get back to the basics of collaboration that is focused on what we want students to learn, how do we know they learned it, and timely intervention.	Create groups in addition to the school today to discuss culture and promote leadership.	Make staff and students aware of the teacher pathway program by speaking to study halls and classes.	Develop a Staff Engagement Team to develop opportunities to engage and recognize WHS staff.	Instructional Rounds with staff ~ provide teachers an opportunity to observe their peers in a classroom setting and then to discuss effective strategies with an instructional coach.	Increase positive teacher-initiated parent/guardian contacts through email, text, and phone communication.	
Strategy 1 Timeline	2017-2020	2017-2020	2017-2020	2017-2020	2017-2020	2017-18	2017-2020		2017-2020	Class begins Fall of 2018	2017-18	2017-2020	2017-2020
Strategy 1 Person/Group Responsible	English Teachers	Katie Kopp	Jeff Tobin	Dan Conrad	Laura Mehlbrech/ Ali TerHorst	Nate Malchow	Dan Conrad		Jacob McDonald	Ali TerHorst	Kris Vesley	Preston Koolima	Todd Novak
Strategy 2			Implement The Four Disciplines of Execution in The Freshman Academy to focus team action and impact students in targeted areas as measured by a pre and post survey of the class of 2021.				Students enrolled in Geometry and/or Algebra 2 that are struggling to be successful will be placed in focused study halls where they will receive math support.		Including culturally diverse projects and assignments that correlate with the curriculum and work with diverse background knowledge.	Monthly Meetings with teachers who are new to WHS to help them transition and feel welcome.	Instructional Leadership Rounds ~ WHS admin and Department Chairs will conduct walk-through visits of teacher's classrooms to share and collaborate on providing world-class feedback to staff.		Provide staff information on adult-student mentoring so that they may encourage their family and friends to commit to mentoring a student.
Strategy 2 Timeline			2017-2018				2017-2018		2017-2020		2017-2020	2017-2020	2017-2020
Strategy 2 Person/Group Responsible			Todd Novak						Alysha Baus, Michelle McIntyre, Kerri Smith		Rachael Eggers-Ferry	Dan Conrad	Todd Novak
Strategy 3												Building technology integration team ~ Assist teachers in developing technological skills	Re-examine how WHS welcomes and guides adults during parent/teacher conferences. To leverage this contact with the community to impact students.
Strategy 3 Timeline												2017-2018	2017-2020
Strategy 3 Person/Group Responsible												Katie Kopp, Kim Bazata, LeAnn Lothrop, and Brett Schlekeway	Rachael Eggers-Ferry and Todd Novak
Data to be Utilized to Monitor or Evaluate Outcome	State accountability Report Card	State accountability Report Card	State accountability Report Card	WIDA ACCESS data	Internal data pulled on graduates taking a 5000 level course. AP Test Data	State accountability Report Card		Gallup Poll Data for Staff & Students Internal Data listing student participation in activities.		GALLUP Poll Data:staff & students	Gallup Poll Data	Gallup Poll Data	
Professional Development Supporting Attainment of Outcome										PAGE Training Crucial Conversation Training		Brian Mandler Training PAGE Training Crucial Conversation Training WHS SIP Meetings Instructional Rounds ELL Closer Connections Conference	